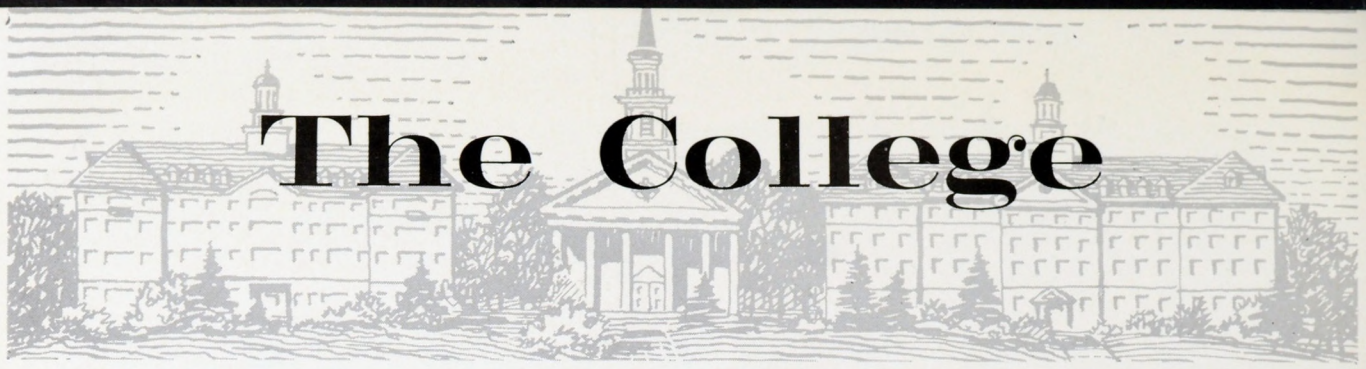
MIDDLEBURY COLLEGE

Your Family and Middlebury

Sent by the College to Middlebury Parents and Friends

SUMMER
1968



The College

Parents' Weekend October 25-27

The 1968 Parents' Weekend is scheduled for October 25–27. This annual program is held for the purpose of giving parents the opportunity to visit the College when it is in session. Parents will have an opportunity to visit classes and meet members of the faculty at various functions scheduled for the weekend. A luncheon will be held for parents in the Memorial Field House prior to the Middlebury-R.P.I. football game at Porter Field.

Invitations to the 1968 Parents' Weekend will be mailed in the early fall to parents of undergraduates. Since preference for room accommodations vary, it is necessary that all parents attending Parents' Weekend arrange for their own reservations. Frequently, sons and daughters at the College assist parents in securing reservations for accommodations.

1968 PARENTS' WEEKEND PROGRAM

Friday, October 25th

3:30 p.m.–10:00 p.m.	Registration—Redfield Proctor Hall
8:30 p.m.	Play—"Long Day's Journey Into Night" by Eugene O'Neill—Wright Memorial Theatre (Tickets $2.00; advance purchase by your son or daughter is recommended.)

Saturday, October 26th

8:00 a.m.–12 Noon	Classes open for parents (within limitation of classroom capacity)
9:00 a.m.–12 Noon	Registration—Redfield Proctor Hall
9:00 a.m.–12 Noon	Open House—Christian A. Johnson Memorial Building
11:00	Varsity Soccer—Soccer Field (Middlebury vs. University of Connecticut)
11:15 a.m.	President's Talk to Parents of Freshmen Wright Memorial Theatre
12:15 p.m.	Parents Luncheon—Memorial Field House
1:30 p.m.	Varsity Football—Porter Field (Middlebury vs. Rensselaer)
4:15 p.m.– 5:45 p.m.	President's Reception for Parents—Le Chateau
8:30 p.m.	Play—"Long Day's Journey Into Night" by Eugene O'Neill—Wright Memorial Theatre (Tickets $2.00; advance purchase by your son or daughter is recommended.)

Sunday, October 27th

11:00 a.m.	Chapel Services-Mead Memorial Chapel

Soccer Team On History-Making Tour

When the Middlebury College Soccer Club leaves in August for a seven-country tour of Europe, including stops in Russia and Poland, it will make history by becoming the first U.S. collegiate soccer team to play behind the Iron Curtain and only the second such team to go abroad.

Egbert C. Hadley (left) has retired after serving for 24 years as chairman of the College's board of trustees. Dr. L. Douglas Meredith (right) has been elected the new chairman of the board of trustees. He is president of the Central Vermont Public Service Corp.

The Middlebury club, consisting of 32 members of the College's varsity soccer team, will leave Kennedy International Airport, N.Y., August 12, for the historic tour of Germany, Denmark, Sweden, Finland, Russia, Poland and France. The trip is under the auspices of the People-to-People Sports Committee.

The team, coached by Joseph J. Morrone, varsity soccer and lacrosse coach at Middlebury, will play an 18–20 game schedule against all-star university teams and top amateur clubs in the seven countries visited. Middlebury players will also train with various Polish clubs as well as observe top flight training and competition on the tour.

The trip is designed to be educational, to teach the European brand of soccer to American youth, and promote international good will. It was first conceived during the summer of 1966, when Coach Morrone was in Poland observing soccer play and programs under the State Department's Educational and Cultural Exchange Program.

It was during his eight and one-half week stay in Poland that Coach Morrone received an invitation to bring a team to Poland. He made further contacts last year when he helped coach a team of New England high school and college youths on a tour of

(*Please turn to page 20*)

YOUR FAMILY AND MIDDLEBURY

Summer 1968, Volume 1, Number 4

George H. Huban, Editor

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COMMENCEMENT 1968

THE 168th academic year at Middlebury College ended on June 10, with President James I. Armstrong conferring 275 bachelor degrees, fourteen masters degrees, and four honorary degrees on persons of note at ceremonies held in the Memorial Field House.

Albert C. Edwards, chairman of the board of Holt, Rinehart and Winston, Inc., and vice president of the Columbia Broadcasting System, was the commencement speaker. Speaking to more than fifteen hundred parents, friends, alumni and graduates, Mr. Edwards said "the key to how well we survive the next few years involves our ability to communicate frankly with each other." He pointed out that much of today's violence is caused by misunderstanding which in turn results from an inability to ask sympathetic questions. Mr. Edwards said that "with all the means at hand to communicate more effectively, we find wider gulfs between those desiring essentially the same ends."

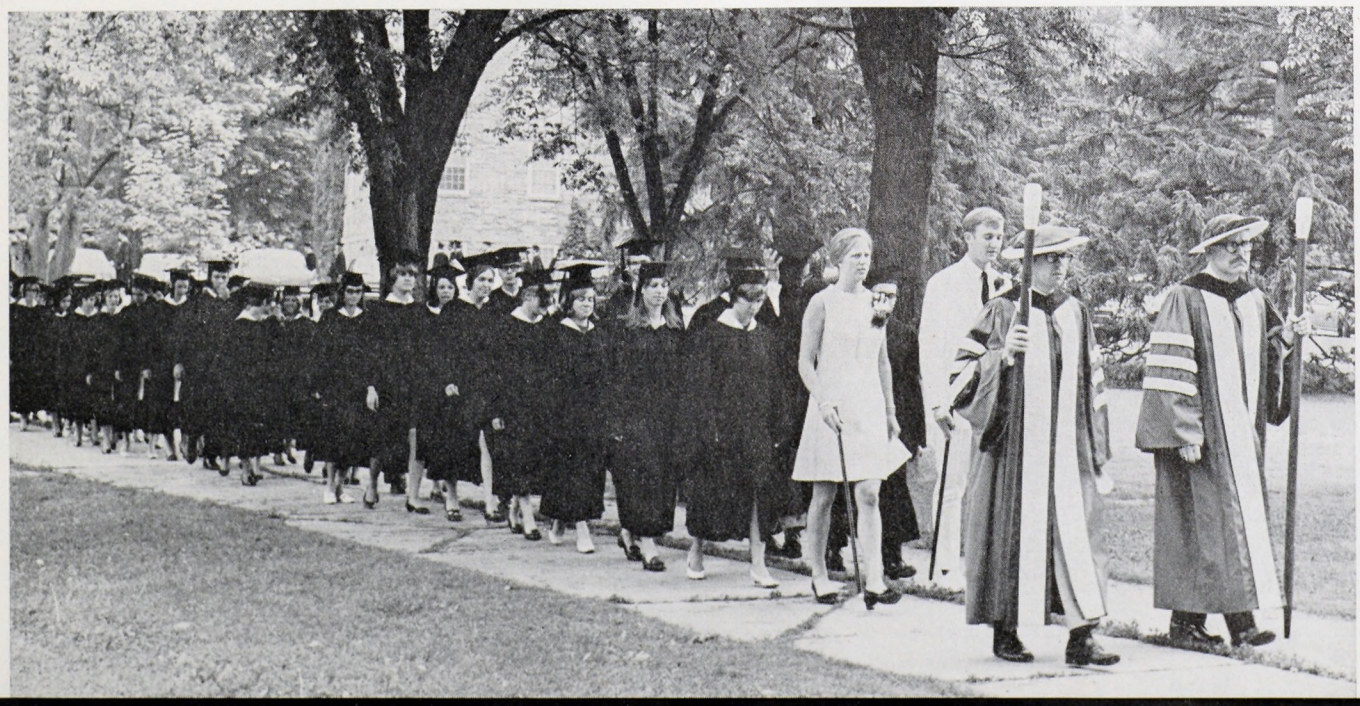
Receiving honorary degrees were: Mr. Edwards; Dr. Charles J. Lyon, '18, research botanist at Dartmouth College; Professor Milton B. Babbitt, composer and teacher of music at Princeton University; and Egbert C. Hadley, '10, retired ballistics engineer and chairman of the Board of Trustees at Middlebury College.

The honor graduates of the Class of 1968 were headed by Richard M. Lebeaux and Elizabeth Austin, valedictorians, and Lawrence E. Raab and Joan Waltermire, salutatorians. Mr. Lebeaux graduated summa cum laude and Miss Austin, Mr. Raab and Miss Waltermire were magna cum laude. Thirty other men and women graduated cum laude. Seventeen members of the Class of 1968 were elected to Phi Beta Kappa.

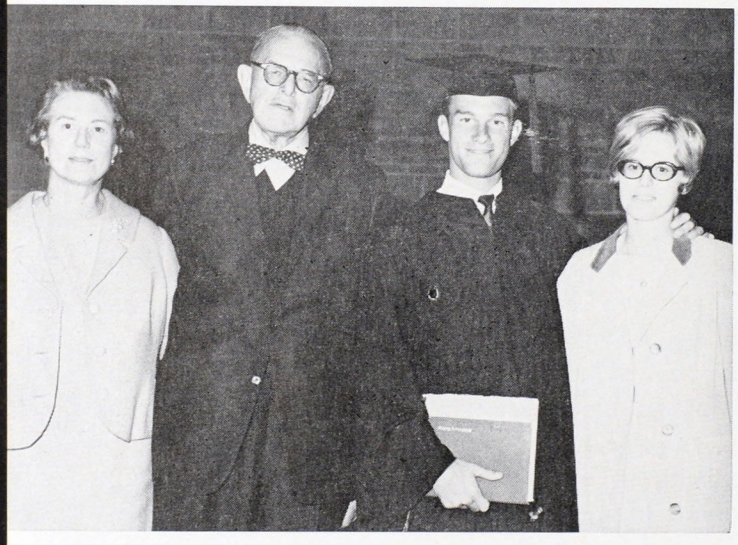
Forty-nine senior men were commissioned second lieutenants in the United States Army Reserve under the ROTC program and twelve will receive their commissions following completion of summer camp. Lt. Col. Alfred Phillips, professor of military science at Middlebury, administered the oath.

Cum laude graduates included: Daniel Brown, Kathleen A. Bugni, Ruthann Carman, Susan L. Caughman, Glenn E. Curtis, Margaret L. Dale, Sally A. Danz, Robert L. Dietz, Sheila E. Deming, Sally J. Eastman, Arthur B. Eklof, Barbara R. Faelten, Claudette N. Fourchtein, Kennedy F. Furey, Julia E. Gratiot, Richard A. Horovitz, Douglas W. Kilts, Stephanie R. Laird, Susan J. Lauf, Jeannine K. Laverty, Martha L. McGill, Cheryl F. Nissan, Ann A. Philips, Lawrence E. Raab, Mary A. Riggie, David C. Ruberg, Charlotte E. Sibley, Joan M. Tasker, James T. Trombetta, William S. Warren.

Appointed to Phi Beta Kappa were: Elizabeth Austin, Kathleen A. Bugni, Robert L. Deitz, Sheila E. Deming, Arthur B. Eklof, Barbara R. Faelten, Kennedy F. Furey, Douglas W. Kilts, Susan J. Lauf, Richard M. Lebeaux, Martha L. McGill, Lawrence E. Raab, Mary A. Riggie, Joan M. Tasker, James T. Trombetta, Karen S. VanHooft, Joan Waltermire.

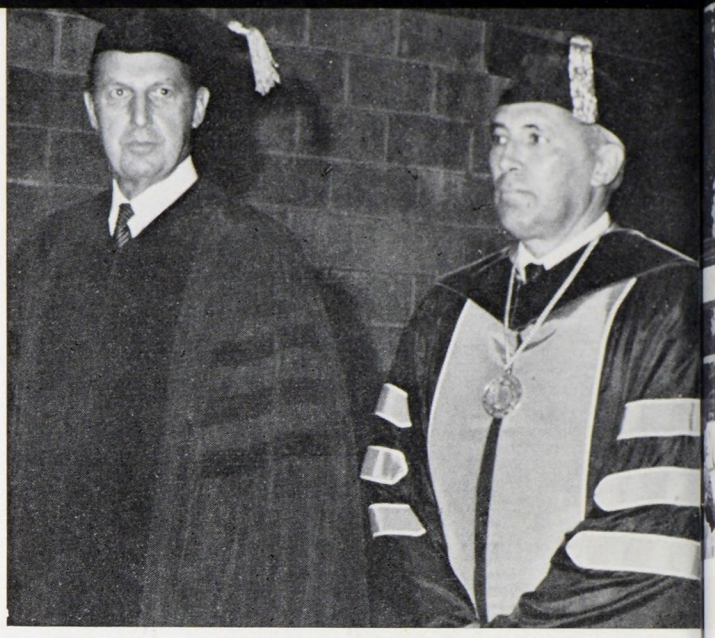


Parents, relatives, alumni and friends gathered in the Memorial Field House for graduation ceremonies ending the 1967–68 academic year.



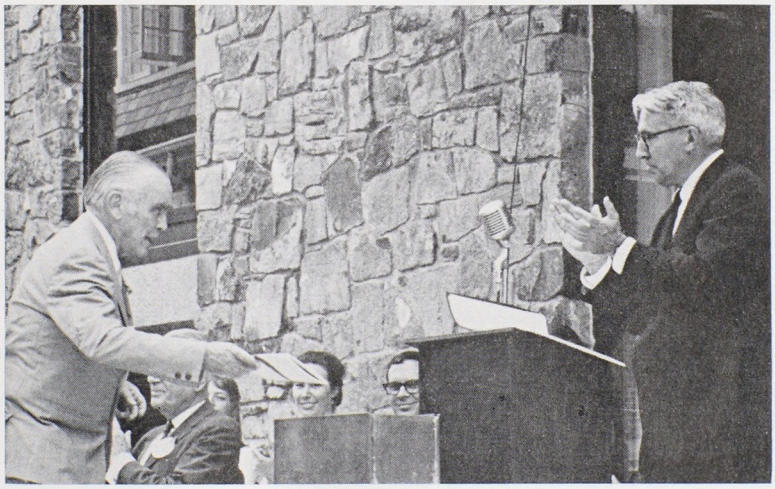
On hand for the graduation of Roger Stephens of Hong Kong were (left to right) *his mother, Mrs. F. W. Stephens, C. V. Starr, a friend of the College and internationally known insurance executive, and Roger's sister.*

Mrs. Ann Eckel Bailie, '56, was the guest speaker at the annual Phi Beta Kappa dinner at Proctor Hall on Sunday of Commencement Weekend. Mrs. Bailie, NASA scientist became the first alumnus to be awarded honorary membership in the Middlebury chapter of Phi Beta Kappa. Seventeen members of the graduation class won appointments to Phi Beta Kappa.



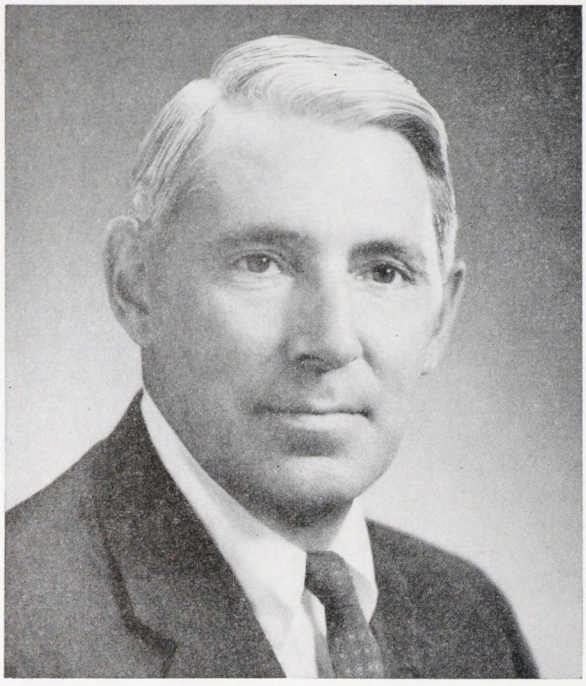
(Above) *President Armstrong escorts guest speaker Alfred C. Edwards, vice president of the Columbia Broadcasting Co. and president of Holt, Rinehart and Winston, Inc., into the Memorial Field House for Middlebury's 168th Commencement.* (Center) *Egbert C. Hadley, '10, retiring chairman of the Board of Trustees, is congratulated by Dr. Armstrong after receiving an honorary degree.* (Below) *Forty-nine seniors were commissioned second lieutenants in the United States Army Reserve after completing four-year ROTC program at the College.*

Cornerstone laying ceremonies at the new Christian A. Johnson Memorial Building for music and art drew large crowds on Commencement Weekend. Opening the program is master of ceremonies, Walter E. Brooker, '37, vice-president and director of development. Formal dedication of the new facility is scheduled in the Fall.



(Left) *L. Douglas Meredith, chairman of the Trustee Buildings and Grounds Committee, and President Armstrong shake hands after placing the traditional box of memorabilia in a niche of the Christian A. Johnson Memorial Building during cornerstone laying ceremonies.* (Above) *Professor Arthur K. D. Healy, retiring chairman of the Art Department, deposits in box of memorabilia a program of the art exhibit held in his honor at the new music-art center. Dr. Armstrong, who presided at the ceremonies, gives the retiring professor a warm hand.*

One of the features of Commencement in June was the opening of the art gallery in the new Christian A. Johnson Memorial Building. A special collection of work by Professor Healy, his associates, alumni and students, was exhibited in his honor.



THE
BACCALAUREATE
ADDRESS

June 9, 1968

"To Know and to Utter"

By President James I. Armstrong

This is Baccalaureate Sunday; it is also a Day of National Mourning—a more solemn, a sterner, less coherent context for a baccalaureate Sunday than any graduating class has faced since I have been at Middlebury.

On 8 April 1968 I spoke in this chapel at a memorial service for Martin Luther King. This morning we as individuals and collectively as a College mourn deeply and in great distress the violent death of Robert F. Kennedy. He was what it is exceedingly hard to be—a courageous and strong man—of conviction and conscience. Robert Kennedy was ready to serve and was prepared to risk all in that service. Perhaps you remember how under the glare of spotlights, his voice breaking with emotion, Robert Kennedy spoke to a crowd of Negroes in Indianapolis on April 4 immediately following the news of the assassination of Dr. King. It was one of the few times since November 1963 that he referred in public to the death of his brother, President John F. Kennedy. He tried to indicate that he could, in part, understand how black people felt at that awful moment, "I had a member of my family killed. He was killed by a white man. But we have to make an effort in the United States—an effort to understand." Then Senator Kennedy fumbled for a small piece of paper and read the following lines from Aeschylus's *Agamemnon.*

> "*Even in our sleep, pain which cannot forget falls drop by drop upon the heart, until in our own despair, against our will, comes wisdom through the awful grace of God.*"

His is an appeal for understanding; his is a recognition that violence and vengeance breed only more violence and vengeance and the seed stiffens to ruin unless some men will refuse the burden of hate and return only love.

My intent this morning is to talk as informally as this formal occasion will permit about one major part of our general and grievous concern—it is a part particularly appropriate to an educational institution. I mean communication which leads, I deeply believe, to understanding. I raise the question of the *credibility of words* among students, between students and the other parts of the College, and now more especially between you—no longer really undergraduate students—between you and your fellow human beings, young or middle-aged or old, black or white or red, Christian or Jew or Buddhist.

Can we no longer trust words? Are students right who say that the well of words ran dry with Woodrow Wilson, two world wars, the depression, and two "undeclared" limited wars?

On Wednesday of this past week, the very morning of the attack upon Robert Kennedy, I received a note from a member of our faculty which reads in part as follows:

> "*I do feel strongly, though, about the* verbal depreciation *of the coinage that I see going on all the time; of violence used more and more as a solution to all problems (and this particular morning is a good time to reflect on this one); of hate as a normal political stratagem. I fear*

that ordinary courtesy is rapidly being shoved down the drain, because it is considered to be part of the 'middle-class mores' on which a large part of contemporary society has declared all-out war: the end is now coming to justify the means."

Depreciation of the coinage, of words, distrust of words, words, words do seem to undermine communication especially where the words are presented in a false rhetoric.

Robert Louis Stevenson writes eloquently to my purpose in his essay on *Lay Morals*. His works are an example in my view of words at work rightly—what I shall call right rhetoric.

"*The problem of education is twofold: first to know, and then to utter. Everyone who lives any semblance of an inner life thinks more nobly and profoundly than he speaks; and the best of teachers can impart only broken images of the truth which they perceive. Speech which goes from one to another between two natures, and, what is worse, between two experiences, is doubly relative. The speaker buries his meaning; it is for the hearer to dig it up again; and all speech, written or spoken, is in a dead language until it finds a willing and prepared hearer.*"[1]

First to know and then to utter. To communicate rightly, to utter words well—I call this right rhetoric and I ask you to allow me that technical phrase from Plato. By rhetoric I do not mean grammatical or correct usage; I do mean the use of words in context, the logos (reason), discourse, to persuade aright, for rhetoric to be right must be based on knowledge, and hence it becomes the responsibility and the hallmark of educated men and women.

Because of my classical predilections my mind turns to the familiar figure of Socrates whenever conversation, discourse and the meaningful use of words are under scrutiny. May I remind you of the world in which he asserted at the cost of his life the importance of right rhetoric, open questioning, dissent from the received position. In 399 B.C., at the time of his trial, he had seen his city gradually disintegrate as war eroded the moral fibre of his fellow Athenians. It was a time when sophists argued that might makes right, that power is all, a time when the democracy of Athens needed desperately the benefits of open debate and discussion and got rather the demagogue using words not to speak the truth but to win. Socrates watched this war, turned unpopular and fought in a distant land, a war which drained Athens of her young men and her resources. He had seen riot (stasis) in the cities of Greece. Listen to

Thucydides' frightening paradigm for today as he describes the riot at Corcyra in 427 B.C.

"*When trouble had once begun in the cities, those who followed carried the spirit of riot further and further, and determined to outdo the report of all who had preceded them by the ingenuity of their enterprises and the atrocity of their revenges. The meaning of words had no longer the same relation to things, but was changed by them as they thought proper. . . . Reckless daring was held to be courage; prudent delay was the excuse of a coward; moderation was the disguise of unmanly weakness; . . . the lover of violence was always trusted, and his opponent suspected . . . the seal of good faith was not divine law, but fellowship in crime. If an enemy when he was in the ascendant offered fair words, the opposite party received them not in a generous spirit, but by a jealous watchfulness of his actions. Revenge was dearer than self-preservation.*"

Bk. III, 82

I am sure each of you can find his modern equivalents and analogies in the United States—morality becomes privatism, patriotism becomes a marginal word, denigration is honored and affirmation discredited; violence is the first, not the last resort.

Yet if you ask what it was in which Socrates put his faith, the answer must be in the logos—in reason, in dialogue, in the testing ground of one active mind engaged with another active mind, in reinvesting

1. Quoted in Sloan Foundation Report, 1967.

words with meaning, rediscovery of the relation of words to truth.

Lawlessness was in the air, and he found himself tragically in severe conflict with the law. His fellow citizens commanded him to *stop talking*, to *stop teaching* the youth of Athens, in short to *stop making trouble.* This he would not do. What happened thereafter you all know; yet I think it bears recounting for its relevance in so many ways to the choices confronting all of us today and particularly this morning those men of draft age. Socrates is the man of conscience, conviction and dissent. A gadfly to the lethargic state, he had discomfitted official and private citizens alike by his embarrassing questions. All he need do was to hold his tongue. The authorities would have been delighted if he had chosen escape into exile. His refusal on both counts is a monumental affirmation of the *word* as essential to being a man and of the laws as essential to man in society. Socrates speaks of the laws as his "brothers," my brothers the laws, he says, using the powerful imagery of familial bond and allegiance. In his decision one sees the enormously important distinction between moral and legal right, for Socrates asserts his moral right to disobey the law (he would not stop teaching) and the legal right which requires that he pay the penalty under the laws for disobedience. It reminds one today of the meaning of Ralph Abernethy's almost off-handed reference to the times when he and King used to go to jail together. All men of conviction, of knowledge with a conscience.

There is a great temptation in the power of the word, in the power of rhetoric—a temptation "to be carried away by feelings you cannot contain, to words that you cannot mean."[2] Dissent may escalate to protest, protest to strike, strike to obstruction, and obstruction to destruction. The temptation to false rhetoric is immense. "Strongly urge" becomes "demand," and between those two phrases there is a world of difference. The rhetoric of Stokeley Carmichael, "get your guns!" is in terrible contrast with the rhetoric of non-violent action.

> *"My liberty is absolute," said the Nihilist to the Englishman. "There is nothing which prevents me from punching you in the nose if I wish to." "Oh, yes, there is," replied the Englishman. "Your liberty ends where my nose begins."*
>
> *Atlantic*, May 1958

And thus we come full circle. "To know and to utter." As educated men and women you will want to *utter words well;* i.e., to recognize the necessary relation among truth, knowledge and words. Words are now seen to be life-giving capillaries through which the truth reaches the cells of life, and thus for my purposes this morning symbolic of the whole enterprise which we call liberal learning. The logos becomes a way of life and becomes concrete in people, in their convictions, judgments and actions. It becomes concrete in you.

But you will ask how shall I distinguish right rhetoric, i.e., the means of persuading myself and others to choose aright, from false rhetoric, the means of deluding or deceiving myself and others? There is, of course, no ready answer to such a question. Perhaps you know the story of Gyges' Ring—a Lydian Greek who found a ring with the extraordinary power to make him who wore it invisible. Take this for a touchstone. Were you like Gyges to have a ring which would guarantee your immunity from the consequences of your actions, what would you choose? Would you still choose integrity, compassion, courage?

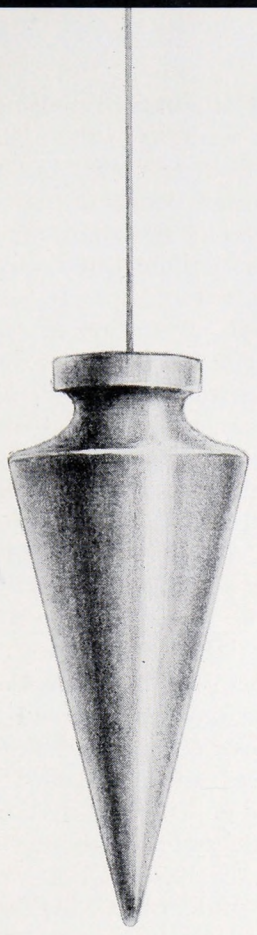
Men have stood their ground upon conviction and have loved what right rhetoric has persuaded them to be ultimately good. Theirs has been the way of the logos, and the logos has been alive in them and in their death—as in their life—in Socrates, in Sir Thomas More, in Mahatma Gandhi, in Martin Luther King, in John and Robert Kennedy—Men for all Seasons. Each was a speaker of words and a doer of deeds; each respected the principles of right rhetoric; each was a man of conviction who would *not* stop making trouble.

Those of you who know *A Man for All Seasons* will remember that Sir Thomas More refused to approve Henry VIII's marriage to Anne Boleyn, for his approval was demanded in a form that forced him to state that he believed what he did not believe and to state it under oath. Unlike his contemporaries, he refused to take words lightly and to gloss over the truth. He was beheaded as a traitor. Do you remember the terrible irony of the closing scene?

> Headsman: *Behold—the head—of a traitor*!
>
> Common Man (comes to the center of the stage having taken off the mask of the Headsman):
>
> *I'm breathing . . . are you breathing too? It's nice, isn't it? It isn't difficult to keep alive, friends—just don't make trouble—or if you must make trouble, make the sort of trouble that's expected. Well, I don't need to tell you that. Good night. If we should bump into one another, recognize me.* (He exits.)

If we are honest, we shall recognize the Common man in each of us (ourselves). If we are courageous we shall seek to encourage what in us there is of the Uncommon man—(The Man of the Word).

2. Edward Sullivan, *Princeton Alumni Weekly*, May 1968.



In Loco Parentis

By Dr. Dennis O'Brien
Dean of the College

In the quaint language of the law, most college students are regarded as "infants." This odd interpretation of the status of students was brought home to Middlebury College early in its history. In a benchmark case, Middlebury vs. Chandler, 1844, the College sued a student for non-payment of tuition. The Vermont Supreme Court noted on that occasion that the student, being an infant, could only validly contract for a "necessary" such as food or lodging. College was not so regarded by the learned judge who termed higher education "an ornament of civilization and a benefaction of the law" and the College lost the case. It was another legal case, Gott vs. Berea College, which introduced the notion that colleges could act *in loco parentis* toward their resident infants. This legal characterization of students and the resultant authority of colleges is still by and large definitive in the courts. In the century since Middlebury vs. Chandler, however, we have come a long way toward recognizing higher education as a necessary and there is some reason to suppose that college students can hardly be regarded as infants nor colleges vested with authority *in loco parentis*. But how should students be regarded and what authority, if any, may the College exercise over their lives?

In the Fall of 1967, President Armstrong appointed a Special Commission on Student Life composed of administrators, faculty and students to examine the proper stance of the College toward student life both in its general principles and its particular applications. The immediate cause of the action creating the Commission was the dissolution of the student government in the previous year and behind that the continuing unrest about so called "parietal hours." Overshadowing the deliberations of the Commission was the larger picture of student militancy throughout the United States.

In searching for fundamental principles to govern its recommendations, the Commission could not easily appeal to generally accepted guidelines. The antique language of the law is only the clearest example of how our thinking about college authority and student status has fallen far behind the facts of the latter half of the twentieth century. In the nineteenth century, college students may have been willing to accept the notion that they were infants, not-quite-adults, but one of the truly new factors in the twentieth century is the emergence of an autonomous youth culture. Young people are not characterized as on the way to something, they have

already arrived. Whether this characterization is any more correct than the nineteenth century's view of those under 21 as infants is beside the point—college students today absorb, in varying degrees, the spirit of autonomous youth and this is a reality with which college authorities must deal.

It should be emphasized that underneath all the talk about "being treated as adults," which is a standard demand of most students, there lies a deeper problem. It would, after all, be reasonably simple to regard the former legal "infants" as adults. The law can be lowered to allow voting at eighteen. Drawing the line of adulthood more broadly introduces no new habit patterns or expectations for the population "over 30"; it only extends old patterns into new areas. The deeper problem is that the demand for autonomy on the part of young people today is not clearly a call for an earlier recognition of adulthood, it is partly a call for a recognition of an autonomous youth culture with some value patterns notably different from "the adult culture." To use a political analogy, the problem is not like deciding that a certain undeveloped territory is now ready for statehood, it is more like deciding that a former colony should be given national independence. It is not domestic policy but foreign relations.

To the extent that the notion of autonomous youth underlies the problems of Middlebury College or any other institution of higher learning, there simply is no available philosophy to which one can appeal which will satisfy both students and college authorities. Perhaps one will develop, but at the moment none is at hand and the difficulty of constructing such a bridge seems insurmountable. The very notion of education rests on a "travelling" metaphor. Students are not supposed to have arrived, they are in process and education is a leading out—out of ignorance, out of childhood. If that fundamental notion is overthrown, then any new education, any revolutionary college, which emerges will appear radically discontinuous with the past.

In the light of these observations, the report of the Special Commission is "old-fashioned." Its fundamental assumption is that Middlebury College is an educational institution and that students are still on the way. At one point the Commission, echoing a statement in the Brown University report on a similar subject, felt constrained to declare its belief in adolescence. The belief is not universally held. The "old-fashioned" nature of the Commission's recommendations comes out whenever it insists that the "adult" members of the College community—the faculty, administration and trustees must, in the long run, determine how an educational institution is to be run. Students are not regarded as passive infants by any means; the Commission envisions a vital and important role for students in the dialogue of discussion that shapes College policy but final authority rests with the "senior" bodies of the College.

Actually, a hierarchical structure on strictly educational matters is not often questioned even by the most militant student groups. It would, after all, be pretty foolish to pay tuition to receive a knowledge of physics if you believed that the professor was no wiser than the students. Academic authority is still generally recognized, the real question at issue is whether the College has any broader educational functions beyond the classroom. Is there any superior authority which the College can exercise over the area of "student life"? Residential colleges, like Middlebury have always assumed that there was some such authority and they have constructed rules governing residential life, curfews, dress, student conduct and so forth as far as the Dean's ingenuity could carry. The law has blessed this authority with the title *in loco parentis* and until recently the concept has gone unchallenged. Students have protested from time to time that their surrogate parent was a trifle out-of-date but they have not really challenged the basic notion that the College has authority over student life. Now the very existence of any College regulation outside the strict classroom performance is under considerable attack.

How should we understand this challenge to a traditional authority exercised by colleges? The most general observation that could be made is that people are less and less willing to recognize authoritative pronouncements about the general conduct of life. We recognize, if we do not adulate, authority in science but in morals everyone is his own philosopher. Students question what superior wisdom gives the College the right to dictate their conduct. More particular to the college scene, is the developing sense the college is strictly a classroom business. Kenneth Keniston who has devoted considerable research to the sociology of the modern student, finds them sharply differentiated from their forebears by the distinct separation they make between their person and the intellectual techniques that colleges should provide. In the nineteenth century, when higher education was "an ornament of civilization," going to college meant to take on a life-style. It was a total life experience which seems, as least in romantic retrospect, a mellow blend of straw boaters, four part harmony on the steps and exercises in Horace. The very "irrelevance" of the classical curriculum served to isolate the college from the world outside, college presented a life-style all its own which the student could use to establish a special identity in a fashion not dissimilar to the modern hippy with his beads

and exotic regalia. (Those "bright college years with pleasures rife" were seen, however, as the last fling before the "stern realities" of adulthood, not as a final resting place as the hippy sees his world.)

The Middlebury Commission on Student Life was not moved to re-establish full claims for the College as a moral authority over student life and it rejected the slogan of *in loco parentis* as little more than a legal fiction. The Commission—or at least the faculty and administration members—still clung, however, to the view that not all life styles are compatible with the life of higher education. If it is the case that a student's individual behavior or the collective behavior of dormitories or fraternities are as irrelevant to education as a choice of toothpaste, then colleges should promptly divest themselves of the onerous business of supporting rules for student life. It is in the largest sense of its educational mission, then, that the College retains some authority in the areas of student life. Because many young people no longer support any close relation between life style and education, this underlying assumption on the part of the Commission may be subject to challenge. It is probably one of the most difficult problems facing Middlebury and other residential colleges who have converted their belief in a style of college life and learning into bricks and mortar.

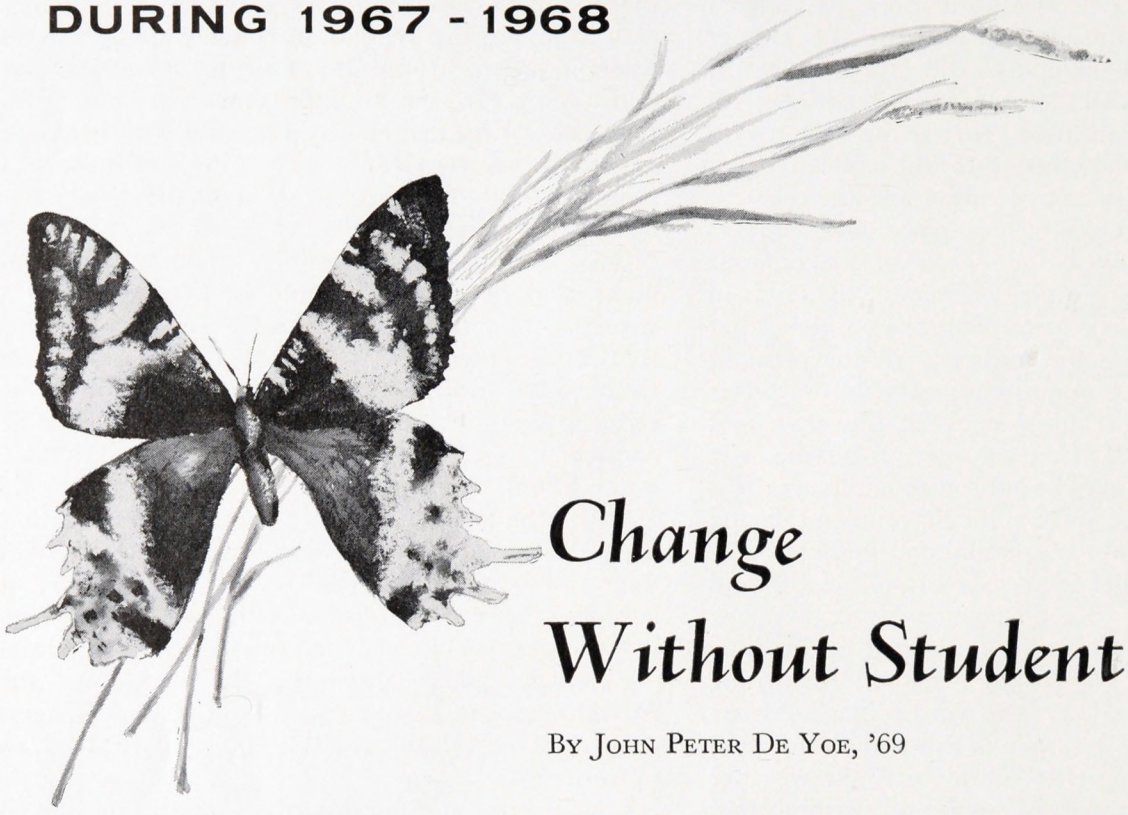
In his Baccalaureate address (printed in this issue of *Your Family & Middlebury*) President Armstrong discusses the devaluation of the word coinage. A particularly spectacular example of this is the alteration of the concept of "morality." I do not know whether morality has deteriorated but "morality" certainly has. This deterioration is a partial cause of some of the arguments which followed issuance of the Commission report. Students sometimes say that the College should not concern itself about moral matters, but it is difficult to believe that they mean this in any full sense. In fact, the College is just as likely be to criticized for failing to take a moral stand (as in the Vietnam war issue) as it is for insisting on curfew for supposedly moral reasons. The confusion arises from the fact that "moral" appears to mean "sexual" in today's parlance. When students demand College neutrality on moral matters the predominant image is in matters of sexual conduct. That the College either as an educational institution or an organized society should be indifferent to the ethics of truth telling or the exercise of justice in its internal governance—both moral matters in the traditional sense—seems wholly unacceptable.

The particular recommendation of the Commission that caused the greatest concern among students and members of the adult community was the proposal for parietal hours. Essentially, parietal hours are certain hours set aside in the College residences when men and women students can visit one another with a minimum of direct supervision. Up to now, the College has permitted limited visiting on weekends with an "open door" policy. The new recommendations envision a more relaxed atmosphere, more opportunities during the week for visiting and the option to close the doors. In effect, Middlebury will have visiting regulations closely analogous to those in effect at the Ivy League universities for many years. (In fact, a major concern at Dartmouth this year was the demand by a sizeable student group to abolish all restrictions governing coeducational visiting—on the grounds, again, that the college has no business minding student morals.)

The Commission recommended that establishment of parietal hours should be contingent on a strong system of residence hall government to see that the conduct of such hours was responsible. The Commission further stated that the College had the right to assume that visiting hours would not be construed as tacit permission for sexual intimacy. Some people may feel that the College is simply ignoring the facts of life and many students feel that even this mild assumption is an interference with their individual moral choice. The facts of life, at least as far as the Commission could gather them from its study of psychological material (e.g., the influential *Sex and the College Student* by the Group for the Advancement of Psychiatry) do not seem to suggest that a more relaxed visiting policy will lead to promiscuity.

On the "moral" question, the Commission judged that it was not the College's place to dictate matters of personal morality but that conduct in the restricted area of a College residence, with the considerable social pressures that can be generated in a closed group, was a matter of "public "concern. Very simply put, college residences are not merely stacks of private cubicles like a motel; they are communities of a sort where life is shared and where private behavior easily shades over into public style. No one knows or cares what goes on in 3-D down the hall at the local motel—perhaps they should; people do know and do care, despite claims to the contrary, what does go on in the dormitory room down the hall—even if one preferred that they didn't. Private sexual behavior may be a matter for individual judgment, but conduct in a College residence can destroy any reasonable atmosphere for learning and have particularly devastating effects on the young person still wrestling with the anxieties of adolescence. Students should be able to establish "meaningful" relations with members of the opposite sex, and they need not be forced into a (*Please turn to page 20*)

MIDDLEBURY COLLEGE DURING 1967 - 1968



Change Without Student Power

By John Peter De Yoe, '69

While other college campuses were disturbed by the advocates of student power, the Middlebury campus remained "cool" during the 1967–1968 academic year, partly due to a dearth of controversial issues, and partly due to the administration's open-door policy towards students with grievances. Yet the year brought many significant reforms and changes in all facets of the college community. The year's fast pace of change resulted in these important developments.

Reshaping the Curriculum—This summer members of the faculty are trimming lectures and reading assignments from their courses to fit the shortened semesters of the new 4-1-4 curriculum plan (see Spring Issue of *Your Family and Middlebury*). Many teachers are also setting up special course offerings for the five-week, winter session. For example, Professor Reginald L. Cook will be examining short American novels during the winter period.

Both faculty and students will reap benefits from the 4-1-4 plan. With a reduced four-course schedule, a student can spend more time on each course. In addition, the winter session will provide an opportunity to delve into unique courses and pursue independent study, especially for the upperclassmen.

With expected reduction in number of students signing up for courses, faculty members can anticipate lighter teaching loads and thus more time to devote to scholarly research. And the winter session encourages innovation and experimentation on the faculty's part. While numerous problems will undoubtedly crop up when the new system makes its début in September, the prevailing sentiment is that 4-1-4 will be a step forward in the College's educational program.

Another development in the academic sector was the first student-run evaluation of the faculty in April. Over 600 students filled in computerized answer sheets and gave written comments on most

departments' large lecture courses. The poll's sponsor, the Student Educational Policy Committee, plans to publish the results in booklet form early in the fall.

SEPC co-chairman Burt Knapp, '69, said the group hopes "to provide students with a helpful guide which gives a general impression of what a course is like."

Activism: the Primaries and the Ghetto—Middlebury students gave strong support to Senator Eugene McCarthy in his bid to win the spring presidential primaries. Nick Reynolds and Dan Somers, both, '71, organized contingents of students who rang doorbells in New Hampshire, Massachusetts, and Indiana. Middlebury Collegians also helped maintain the McCarthy spirit at Vermont's Democratic convention.

The assassination of Dr. Martin Luther King spurred Middlebury students to do something concrete about the racial crisis. Fourteen Middlebury men and women are spending one month back at the College this summer working and living with twenty negro youngsters from New Haven. The daily program includes exploratory trips to nearby points of interest and steady sessions of remedial tutoring. The youngsters will be housed in a fraternity house and will have the use of educational and recreational facilities at the College.

The effort is being financed by student and town contributors and a grant from Middlebury College. "We hope these children will go back to New Haven with more self-confidence," said Karla Baehr, '71, treasurer of Youth's Opportunity for Understanding, the name of the student group.

After the King assassination President Armstrong commissioned a group to study how Middlebury College can meet the challenge of racial problems and discrimination. One avenue of approach suggested is for the College to pool its educational resources with a less fortunate Negro college in the South. The Special Committee chaired by Dean O'Brien hopes to submit recommendations by the fall.

The Resurrection of Student Government—Ever since the officers of the old student association voted to disband in 1967, the Student Life Committee assumed the duties of administering the student activities fund and recommending policy regarding student life.

In March the ten-member Presidential Commission on Student Life proposed a "guideline constitution" for a new student government. The document called for the establishment of three levels of student government:

The dormitory councils: these elected units have "executive and legislative power" to regulate conduct in the dorms.

The Student Senate: a representative student assembly to "recommend policy in all areas of college affairs" "to take responsibility for the administration of college social policies."

The College Council: "an executive and legislative body" composed of students, faculty, and administration which serves as a "fundamental link" between the various constituencies of the College.

The constitution also provided for the right of the student body to exercise initiative, referendum, and recall.

The constitution was approved by some 400 students in a May referendum. However, an equally large number of students signed a petition protesting an alleged assumption of the Commission's report that the College has the right to act in loco parentis. Other students raised doubts about whether the campus in general had the time or interest to make such an elaborate system of student government work.

In addition, others argued that it would be a step backward to set up "watchdog" dormitory councils when present enforcement of parietal hours is now virtually nonexistent in the men's dorms. A slate of student senators was chosen in May, but the other components of the new government must be organized in the fall. Cynics were saying that the new system offered no real power to students, only the right to recommend. Thus it remains to be seen whether the new system will be able to transcend a "Mickey Mouse" function.

A Dissenting Voice—the Mobilization—The Middlebury students who marched on the Pentagon in October came back to Vermont charging "wholesale distortion" of the march by the mass media. The peace veterans also organized the Mobilization for Peace to protest the Vietnam War on the Middlebury campus.

The group subsequently sponsored a November teach-in at which students and faculty analyzed U. S. involvement in Vietnam. In January, what had become a familiar ritual at colleges across the country, took place at Middlebury: picketing a Dow recruiter. The group staged a sit-in at the Placement Office. Hockey player Peter Kirkpatrick '68, who was interviewed by the Dow representative, said he too was opposed to war, but he felt "the sit-in doesn't get to the source of the problem." Twenty-three faculty members signed a statement supporting the picketing and asking Dow to "please stop making napalm."

The peace group also stationed tables offering anti-war literature a short distance from military recruiters whenever they came to the campus. Often the dialog between the two was spirited but never violent.

The April teach-in sponsored by the Mobilization covered a variety of topics including the presidential primaries, racism, Greek politics, and of course, Vietnam. The chairman of the group, Peter Ostrow, '69, announced a draft information service to advise students on all alternatives to the draft.

Middlebury Media—The weekly *Campus* continued to irritate and bore its readers, mostly the latter. The paper's content reflected its editors' concern with the groovy world beyond the campus with pieces on Vietnam, psychedelic music, Quebec dissidents, and the national political scene. An undercurrent of student dissatisfaction with the paper came out at an April open meeting with the editors. One student questioned the right of a self-perpetuating clique to ignore events on campus when all students supported the paper through the student activities fee. Retorted feature editor Steve Early, "Of course there's a clique; the people that work on the paper get to run it."

Another editor declared that the paper was run for the writers, not the readers. The untouched piles of *Campus* issues lying around dorm floors suggested that perhaps the paper's only readers were indeed its writers. The inchoate discontent with the paper took form when the Student Life Committee cut its 1968–1969 budget substantially.

On the other hand, student-run station WRMC-FM was granted a larger budget by the SLC for the coming year. The station, whose broadcasting range extends over ten miles, maintains a professional-sounding schedule of music, news and feature programs. The station plans to install a UPI monitor this fall to augment its news programs.

The Greeks Endure—When the Ad Hoc Committee on Student Life recommended in late 1966 that the College assume responsibility for housing and feeding all students, many believed the fraternity system was on the way out. In 1967–1968, however, only one fraternity, local Delta Tau Omega, elected to disband. DTO will form the nucleus of one of the new eating and social units (eatsols) now under construction west of Pearsons.

Middlebury's other nine houses seem determined to keep their doors open. Zeta Psi is going ahead slowly with plans for a new house. Theta Chi will endure despite the fiery January loss of its annex.

One of Middlebury's five sororities, Sigma Kappa, came under criticism in May for allegedly denying a freshman membership because of her race. In response the sorority wrote the *Campus* that "We are dealing with the question in the only way open to us. . . . At times, a discreet silence can be the most productive course to follow."

Extracurricular Notes—the Mountain Club is manufacturing fiberglass kayaks in its Hillcrest Road garage. Under the supervision of Dave Nutt, '71, over a dozen of the slim one-man kayaks have been fabricated from two molds. The kayak enthusiasts obtained permission to practice in the Brown swimming pool and have traveled as far away as the Delaware River to run the white water.

A stroller on campus recently remarked that the College would do well to add a dog-catcher to its staff. Canine pets are the vogue and the dogs wag their tails amiably under sternly-worded signs throughout Redfield Proctor Hall. But Middlebury is a dog's paradise—with generous students to beg food from, few cars to watch out for, and warm buildings always open. Personalities such as Bo, Goofy, Audrey, and Dutchess are among the most well known at Middlebury.

Sailing the plastic frisbee saucers was the universal spring sport. Another pastime was rolling down Chapel Hill curled around the inside of a big rubber inner tube. The object of this exercise was to get up and walk straight.

With the Faculty

Dr. Hoag

Prof. Bourcier

Two senior faculty members have been named to Alumni Professorships, President Armstrong announced this spring. They are: Dr. C. Leonard Hoag, professor of politcal science, and M. Claude L. Bourcier, professor of French and Dean of the College's French Summer School. These two senior professors honored by appointment to alumni chairs, established last year, represent fifty-two years of teaching at Middlebury College. Support of the professorships comes from the expanded Annual Giving Program devoted entirely to teaching resources at Middlebury.

Dr. Hoag has been a member of the faculty since 1947. He was a Fulbright Lecturer in American Studies at Kyungbuk University, Taegu, South Korea, 1961–62; and he is on leave from the College this year while engaged in research for a book on American Military Government in Korea. Dr. Hoag holds an A.B. degree from Albion College, an M.A. from the University of Michigan, and a Ph.D. from Clark University. He is the author of a book entitled "Preface to Preparedness."

A native of Paris, M. Bourcier has been a member of the Middlebury faculty since 1967, and has served as director of studies of Middlebury College's Graduate School of French in France. He is a prominent lecturer on France and various phases of French life and culture, and is co-author of a series of books on elementary French. M. Bourcier studied at the Ecole Normale Superieure of Paris, where he was a Fellow. His degrees include Licence-es-letters, Diplome d'etudes superieures and agregation des letters.

Two appointments to chairmanships in the Division of Foreign Languages were announced by President Armstrong as the 1967–68 academic year ended. Dr. M. Kimberly Sparks, Jean Thomson Fulton Associate Professor of German and chairman of the German Department, has been named chairman of the Division of Foreign Languages, and Dr. Salvatore J. Castiglione, Jean Thomson Fulton Professor of Italian and director of the Italian Summer School, chairman of the Department of Spanish and Italian.

A former member of the Princeton Department of Germanic Languages for seven years, Dr. Sparks joined the Middlebury faculty in 1966. He is a 1956 graduate of Princeton, Phi Beta Kappa and summa cum laude. He received his Ph.D. there in 1962.

Dr. Castiglione was a former acting director of the Institute of Languages and Linguistics at Georgetown University, where he was a member of the faculty from 1951 to 1966, when he came to Middlebury. A Yale University graduate, he has served as director of the Middlebury Italian Summer School since 1947, and was the first director of studies in 1960–61, when Middlebury's Graduate School of Italian was instituted in Florence, Italy.

Promotions of ten members of the faculty, including two to full professor, has been announced by Dr. Armstrong, president of the College.

Raised to professor were Dr. William B. Catton, History; and Dr. Robert F. Reiff, Fine Arts.

Dr. Catton received his B.A. and M.A. degrees from the University of Maryland and earned his Ph.D. at Northwestern University. A Civil War author and a native of Cleveland, he joined the Middlebury faculty in 1964, after six years at Princeton University.

A graduate of the University of Rochester, Dr. Reiff received his M.A. and Ph.D. degrees from Columbia University. The Middlebury artist, who has had several one-man showings of his work, taught at Muhlenberg, Oberlin, and St. Cloud Colleges and the University of Chicago before joining the Middlebury faculty in 1958.

Promoted to associate professor were Ronald R. Bielli, Mathematics; Dr. Nicholas R. Clifford, History; Chandler A. Potter, Drama and designer for the theatre; Dr. David L. Prouty, Psychology; and Miss Joan L. Towne, Women's Physical Education.

Instructors advanced to assistant professor include Dan Bechter, Economics; R. Bruce Muirhead, III, Fine Arts; and Paul E. Nelson, Political Science.

A three-year research program, being conducted by Dr. David Crowley, '61, assistant professor of psychology, under a National Institute of Health research grant, on neural structures in the white rat, could lead to a better understanding of the cause of certain types of deafness in humans. Dr. Crowley is involved in one of the most detailed studies of the cochlear nucleus, the first relay station between the ear and brain, ever done in this country. An initial grant of $43,600, from the National Institute of Health last fall, launched the project.

Dr. Crowley says that much of the first year has been used to install and test the intricate sound and recording equipment so vital in his research. The general goal of the project is to better understand the function of the auditory portion of the nervous system in rats, he said. Dr. Crowley cautiously speculated that additional knowledge of this area may be useful in the future treatment of certain types of deafness in humans.

Work this summer will seek information on the function of the cochlear nucleus in hearing by presenting different kinds of sounds to the rat's ear and then making recordings of the minute electrical signals generated in various portions of the nucleus. It is expected these recordings may show that different regions of the cochlear nucleus process sounds of different frequency or pitch.

Further research may study one of the systems which inhibits certain incoming signals and not others as is often the case in older people with types of attention deafnesses. Dr. Crowley feels that work in this area will be important in understanding the complexities of hearing.

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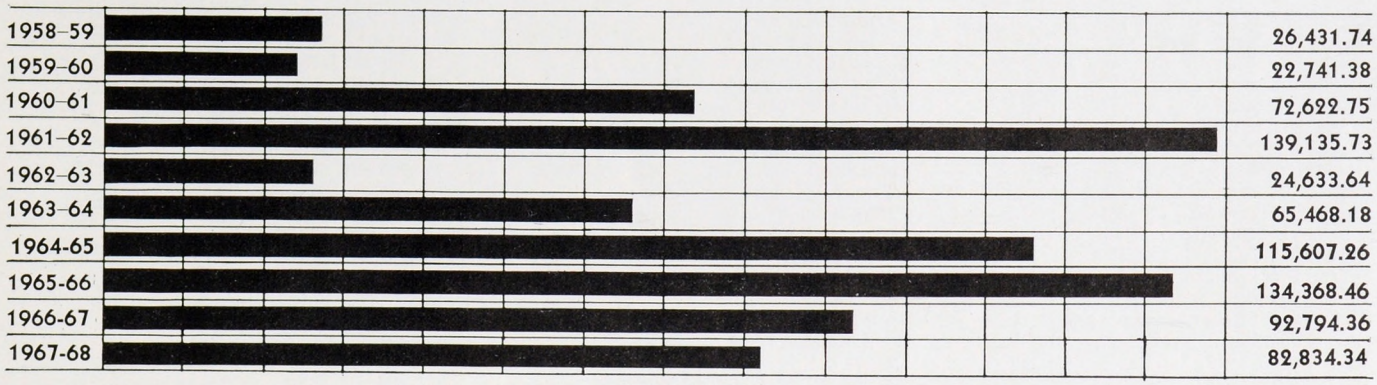

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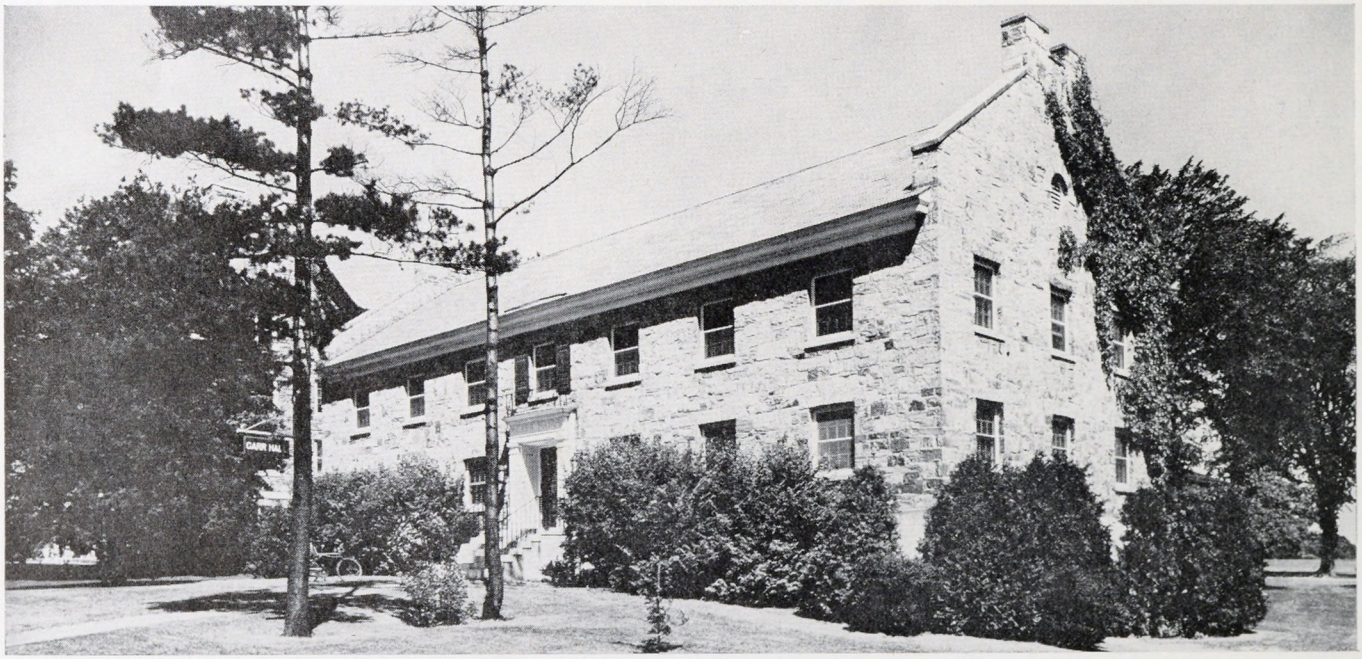

NEW STUDENT HEALTH CENTER: Carr Hall, constructed in 1951 east of Forest Hall and used by the Fine Arts Department for the past seventeen years, is being converted this summer to a Student Health Center and will replace the Infirmary on Chateau Rd. The Fine Arts Department will utilize the new Christian A. Johnson Memorial Building scheduled for dedication this fall.

SPORTS

MAX PETERSEN

MIDDLEBURY College football could improve in 1968 from last year's 2–6 record if coach Duke Nelson can rebuild his graduation-shattered line, a task he has been equal to in past years.

The return, last year, to the use of freshmen on the varsity gave Middlebury an added supply of seasoned varsity veterans. The freshman waiver for the Panthers also makes available a fresh, new group of promising players, some of whom will definitely see action in the now decimated line.

Unsure of whom to expect at football camp in September, Duke guardedly revealed that he expects a good quarterback, a promising fullback and some "pretty good" line prospects from the class of 1972.

Returning members of the Middlebury forward line are veteran tackle, Dan Redmond, Fred Johnston, a tackle; Ken Cox, defensive guard; Chris Grejtak, middle guard; and Howard Hague, defensive end.

The Panthers can expect real depth in their backfield this year with eleven returning lettermen plus four or five freshman prospects. Leading contenders for starting positions on offense or defense are Charlie Beall, flanker; Jan Rovelli, Charlie Mlakar, Dick Verge and Glen Geiger, halfbacks; and Mark Yeager at fullback.

Middlebury should have one of its most impressive lineups for the quarterback position in years. Senior Charlie Brush, who was the leading passer in New England small college circles last fall with four touch-downs, three conversions and 1,125 yards in the air, is the top signal caller. Pressing him for the starting role will be sophomore Barry Metayer, who passed for two touchdowns and 298 yards last year. Although he isn't mentioning names, Duke expects to pick up another quarterback from the freshman candidates.

This depth should give the Panthers a much improved offense, making them particularly strong through the air.

The loss of kicking ace Pete Kirkpatrick hurts, since there doesn't seem to be anyone who can adequately fill his kicking shoes.

A young team with an explosive passing attack, Middlebury could improve its record with some upsets of a strong slate of opponents.

Hard hit by graduation, the Middlebury soccer team will face a major rebuilding year. More than half of the 40 candidates expected will be sophomores.

Defense will be Coach Joe Morrone's main concern. He must come up with an effective goalie, two fullbacks, and a pair of halfbacks.

The Panther forward line is young, but does feature veteran Bruce Kimmel, who was second in scoring last year with three goals. Others who are expected to see action up front are Reed Coughlan, a converted halfback, and sophomore standout, Dave Shaw.

Forming the nucleus of the backfield are veterans Jeff Sturges, Keith Conners, and Woody Jackson.

As members of the Middlebury Soccer Club, 29 varsity players will see action this summer on a tour of Europe. The Middlebury players will meet some of the top teams on the Continent during the trip, which is part of the People-to-People program.

The trip is expected to provide sophomores with the much needed game experience necessary if they are to be effective in the regular season.

spring sports:

The Middlebury spring sports program had one of its most successful seasons both in number of wins and losses and also with the weather.

Seven varsity and freshman teams compiled an overall record of 35 wins and 34 losses. Five of the teams recorded winning campaigns with only varsity baseball and freshman lacrosse under the .500 mark. Freshmen teams were not organized in baseball, track or golf, because the players received a waiver to play on varsity squads.

Looking at just the varsity level, the overall record is even better with 31 wins and 29 losses.

The weather also smiled on the Panthers with only two of 71 events cancelled because of rain as compared with a washout of nearly half the schedule the previous year. A baseball game with Union was rained out and a frosh tennis match with Dartmouth was not held.

The varsity golf team of Duke Nelson led the Panthers in victories with 10 in 14 starts. Close behind, with nine wins and three losses, were Bruce Carroll's varsity and freshman tennis teams. The varsity finished with a 6–3 mark and the frosh turned in a perfect 3–0 record.

One of the most improved teams in the 1968 season was the track squad of Stub Mackey. The Panther thinclads, with good talent and depth, registered a 4–3 winning mark as compared with last year's 1–6.

Varsity lacrosse, after a slow start also managed to come up with a winning 8–7 season.

Baseball: The Panther nine appeared at the start of the season to have a good chance at a winning record.

(*Please turn to page 20*)

Football

	VARSITY
Sept. 21	Bates
28	Wesleyan*
Oct. 5	W.P.I.* (*Homecoming*)
12	Williams
19	Hamilton
26	R.P.I.* (*Parents' Day*)
Nov. 2	Norwich*
9	Vermont

*home game

Soccer

	VARSITY
Sept. 27	Dartmouth*
Oct. 5	Williams
9	Springfield*
12	Albany State
16	R.P.I.
19	Union*
23	Vermont*
26	U Conn* (*Parents' Day*)
Nov. 2	M.I.T.
6	Norwich

*home game

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IN LOCO PARENTIS

(*Continued from page 11*)

social situation in which "meaningful comes to be interpreted simply as physical intimacy. Parietal hours, it is hoped, will provide a more casual and open atmosphere for realizing the benefits of coeducation, while the College's continuing concern about the conduct of such hours will guard against the possible growth of restrictive social pressures which constrain freedom.

Copies of the Commission report which contains a general discussion of student power, college authority, the role of college discipline, a new constitution for student government and a lengthy appendix on the Rights and Freedoms of Students can be obtained from the Dean of the College's Office on request. The Report is only one more step in the continuing problem of establishing some language for community and dialogue. The Commission which made the Report was under no illusions that it was the last word; it recommended that another Commission reconsider the range of concerns after a lapse of two or three years.

I believe that the students at Middlebury will continue to be listened to with great care—they may not always gain their immediate ends—but their concerns are genuine ones which we would ignore at great risk. In a year when other colleges have seen serious disruption, Middlebury has remained self-possessed. This is a great tribute to our student leaders—particularly the protesters who feel so strongly about the war, the black man in America, the role of students in the life of the College. At no time during the various minor crises that have arisen have they lost sight of the importance of true democratic process in furthering their aims. There has been a scrupulous regard in plan and action for individual rights which is most reassuring. If this spirit prevails, Middlebury will not be without controversy but it will be the controversy of life and growth.

SPORTS

(*Continued from page 19*)

Middlebury started things off with a 5–10 loss to Wesleyan, but bounced back to defeat Clarkson 4–2. The Panthers dropped the next six games to St. Lawrence, 1–2; M.I.T., 4–11; Norwich, 2–7; Vermont, 2–11 and 6–7; and Williams, 1–8.

The team regained its form with consecutive wins over R.P.I., 5–3; and St. Michael's, 8–7. Middlebury closed out the season with five more losses to Lowell Tech., 3–13; Norwich, 0–6; St. Michael's, 0–1; Amherst, 6–10; and Dartmouth, 3–8.

Track: In addition to posting a winning 4–3 season, Middlebury runners made one of their best showings in years at the post-season Eastern Intercollegiate Athletic Association Track Championships at M.I.T.

With only five men entered, Middlebury scored 12 points for a 10th place finish.

During the regular season the team lost the opening dual meet to Worcester Tech. by five points, but was without the services of Krickels, a consistent scorer. The Panthers then defeated Williams and Trinity before losing to a good R.P.I. squad.

Back on the dual meet circuit the Panthers ran roughshod over Union and defeated Norwich. They lost the final meet of the season to Amherst, one of the strongest small colleges in New England.

Lacrosse: After getting off to a slow start on the spring trip—one win and four losses— the "snakebeaters" won seven of their last 10 games for an 8–7 mark.

Junior attackman Tom Harrington scored the winning goals in three games and set two new school scoring records. His 37 goals topped the old mark of 32 set in 1966 by All-American Fred Beams, and his total of 48 points betters Beams' mark of 41 scored in 1964.

The Panthers lost games to Towson State, Loyola, Fairleigh-Dickinson and Adelphi, and posted their only win over N. Y. Maritime on the annual spring trip. They lost a game to Union, defeated Wesleyan and then bowed to the University of Massachusetts.

SOCCER TEAM

(*Continued from page 2*)

Western European countries.

When he first outlined to his soccer team plans for such a trip, the response was overwhelming, with 32 of a possible 45 players indicating a desire to make the tour. Because of this enthusiasm, Middlebury will field two squads on the European circuit.

"This tour is one of the most ambitious undertakings in the 12-year history of the People-to-People Sports Committee," Dr. Leonard Milton, president, said. "We commend Coach Morrone and the Middlebury College Soccer Club, and we are confident that these young men will do much to enhance our relationship with the people of the host countries," he added.